

the Forum

Vol. IV—No. 9

Greenfield Community College

FEBRUARY, 1973



MIGUEL RUBIO

Classical Guitarist To Appear Next Friday

Classical guitarist Miguel Rubio will appear at Greenfield Community College in Concert Friday evening, February 16 at 8 p.m.

Andrea Segovia, the titan of classical guitarists, says that Rubio is among the great concert guitarists of the world. Born in Spain, Rubio was a prize winning student of Sainz de la Masa at the Royal Conservatory of Music in Madrid. After graduating with honors, he studied for five years with maestro Andres Segovia. Rubio now heads the departments of guitar of the Conservatories of Musici in Geneva, Lausanne and Berne, Switzerland. He is also in charge of guitar instruction at the Escuela de la Guitarre in Spain.

Rubio has given concerts in Paris, Geneva, London, Lisbon, Rome and various German cities. Each year he makes a concert tour of the United States and Canada.

His program at Greenfield Community College will include compositions by Bach and Scarlatti as well as contemporary Spanish and South American works.

The performance will be held in the main building auditorium and is free for students with a GCC ID card.

Free Tax Help Now Available

Need help making out your state and federal income tax return?

Twenty-five Greenfield Community College students have been trained by the Internal Revenue Service to assist taxpayers in filing their federal and state income tax returns.

The eighteen hour course is known as VITA — Volunteer Income Tax Assistance and is a regular program of the Internal Revenue Service. It was offered as part of the January Term.

Michael Whitman, the IRS manager in Greenfield and Edward Dornig, an IRS agent, have given 12 hours of classroom instruction to the students. Professor Alan Rainford, a former IRS agent, taught the remaining twelve hours. Rainford is an accounting instructor at the college. Those who successfully pass his final examination Friday will be given a VITA diploma.

"We are training these students," Rainford said, "with the hope and expectation that they will volunteer their time to the general public or any groups who would like them to assist in filing their federal and state returns." Such assistance, according to Rainford, may be

(Continued on Page Four)

Education Secretary Cronin To Present Controversial Plan For Higher Education Today

Secretary of Education and Cultural Affairs Joseph M. Cronin will be at Greenfield Community College Friday afternoon, February 9 at 3:30 to present Gov. Francis W. Sargent's controversial plan for the reorganization of higher

education in the Commonwealth.

The reorganization plan would remove authority from the individual boards of trustees of all state institutions of higher education and invest it in a superboard of 15 members with the majority of those members appointed by the Governor.

The trustees now governing UMass, the state colleges, the community colleges, Lowell Technological Institute and Southeastern Massachusetts University would be eliminated to save some of the \$385 million in operating costs.

Under the plan, the Commonwealth would be divided into five regional education boards of 15 members each. A regional administrator and staff would handle operational matters. The regions would be comprised of the following institutions:

Region I — UMass at Amherst, Westfield State, North Adams State, Berkshire Community, Springfield Technical Community College, Holyoke Community and Greenfield Community College.

Region II — UMass at Worcester, Worcester State, Fitchburg State, Mt. Wachusett Community, Quinsigamond Community and Framingham State College.

Region III — Lowell Tech, Lowell State, Salem State, Middlesex Community, Northern Essex Community and North Shore Community College.

Region IV — Southeastern Massachusetts University, Bridgewater State, Massachusetts Maritime Academy, Bristol Community, Massasoit Community and Cape Cod Community College.

Region V — UMass at Boston, Boston State, Mass College of Art, Mass. Bay Community, Franklin Park Community and Bunker Hill Community College.

Of the 15 members on each of the regional boards, six would be appointed by the Governor, three by the chairman of the region's local committee, three by the chairman of the region's higher education board, one by elementary and secondary school students, one by university students and one representative of Dr. Cronin's office.

The proposed Board of Post Secondary Education would appoint a Chancellor of Higher Education. Although, according to the Boston Herald-American, there is speculation that Dr. Robert C. Wood, president of UMass, might be in line for this

job, the plan has come under heavy attack from Wood whose present job would virtually be eliminated by the proposal.

The other superboard would be called The Board of Elementary and Secondary Education; the Commonwealth's public school systems would also be divided into five regions,

probably under the leadership of Dr. Gregory Anrig, the present commissioner of education.

The Governor's plan to reorganize the state's educational systems was drafted by Secretary Cronin. After the presentation of his plan, the meeting will be open to questions.

WMPRIG Biologist To Speak On Connecticut River

The WMPRIG research director will speak in the main building auditorium on Thursday, February 15 at 11 a.m.

Biologist Jane Van Zandt Brower will speak on "WMPRIG and the Environment of the Connecticut River Basin." WMPRIG is currently involved in restoring shad and

Atlantic salmon to the upper Connecticut River basin. According to Dr. Brower, these fish migrate from the sea to lay their eggs in tributary streams. Dams now prevent their successful upstream passage. WMPRIG is seeking to have fish ladders built around four offending dams to accommodate the spawning habits of the fish. The film, "The Flooding River," will explain this problem and the related flood cycle and flood plain management needs of the Connecticut River basin.

WMPRIG—the Western Massachusetts Public Interest Research Group—is "a unique way for students to become involved in problems of the environment either on a strictly volunteer basis or as part of an academic program for credit in a specific course," says Dr. Brower. "WMPRIG combines education and public service in a meaningful way so that both student participants and the community at large derive benefits from the programs."

Dr. Brower is a graduate of Wellesley College and received her PhD from Yale in 1957. She has done post-doctoral work at Oxford University and was engaged in research from 1957 to 1973. She is a member of the executive committee of the New England Chapter, Sierra Club and chairman of the Connecticut River Basin Task Force of that organization.

In addition to her studies in England, she has travelled in Southern Canada, Western Europe, Trinidad.

PM Workshops Half Price For Students

Regularly enrolled day division students may take evening non-credit community service workshops at half price. Ethel M. Case and Brian Gilmore announced today.

The workshops being offered this semester are:

New Roles for the Church, The Media Monster, Understanding Taxes and Tax Forms, Guitar, Nutrition — Your Physical Well-Being, and Buying a Car.

Buying and Repairing a Bike, Insurance (car, household, health, and life), Problems of Adolescence, Astrology, Advanced Yoga, Basic Theoretical Electricity and Antiquing.

Antiques, Sex Education, Blueprint Reading, Batik and Macrame, Oppression in Your Life, TV Repair, Relief Printing, and Creative Weaving.

Creative Macrame, Kitchen Art, Ethnic Gourmet Cooking, Self-Improvement Workshop for Women, Advanced Crocheting — Shawls and Their Design, Beginning Crocheting, Stop Smoking Now, Advanced Auto Maintenance Workshop, Small Motor Repairs, and Advanced Workshop for Small Motor Repairs.

Interior Decorating Workshop, Basic Jewelry, Making and Life Drawing and Painting.

Basic the workshops begin next week, it is imperative that interested students enroll by Friday, Feb. 9, in Room 01 of the Main Building or by calling Ethel Case or Jay Lord at extension 38.

BLOOD DRIVE

February 14, 1973

CAMPUS CENTER

10 a.m.-4 p.m.

GCC BLOOD BANK
Students, Faculty,
Staff, etc.

THE FORUM

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Greenfield Community College
For the Entire College Community
Lewis O. Turner, President
Arthur W. Shaw, Executive Editor

Student Government

While students were scattered from one end of the United States to the other, Greenfield Community College student government was carrying on with business as usual.

During the January Term no meetings were held, but financial aid to veterans continued to function. Bob Schilling, president of student government, stated that several students were aided during the mini-semester. He also stated that the earlier these loans were repaid the sooner other veterans could avail themselves of this service. He asked that veterans in need of a temporary loan apply for the minimal amount needed, allowing the very limited funds to be given to more students.

Included as possible new business for forthcoming student government meetings are items such as: commencement—how should it be handled?; a review of the future expansion of medical services; legal aid for students involved in non-criminal actions; the second printing of a student catalog of courses; the budget of student activity funds for the 1973-74 school year; a survey of student knowledge and participation in current school activities; student government involvement in the orientation of incoming students; and a regrouping of some committees such as the performing arts and activities committees.

Students at GCC are to be deluged with surveys during the spring term. Coming your way will be a survey to determine student need for legal aid. Matters that will affect students, now that the 18-year-old vote has gone into effect, will be of prime consideration. This will include the students liability for contracts, rental agreements, unpaid debts, extended purchases as well as legal advice and consultations on more serious matters, including a possible referral service.

Last semester a group of students initiated a student catalog of elective courses. It was later adopted as a function of student government to continue the publishing of that catalog on a semester basis. Cooperation of students in the survey and compilation of that catalog will be discussed, as well as the possibility of converting the survey to a computer format to alleviate the time and error factors involved in putting the catalog together.

With commencement not far off, student government president Bob Schilling spoke of ideas for changes in the traditional procedure. He said, "If it's a steak fry, that's OK with me", but, he suggested, there seems to be a desire to break with tradition. Last year's commencement had a low attendance rate. He stated that he felt some celebration was necessary, especially for those students who do not plan to continue on to a four-year college, but that the "cap and gown were for the birds." It was his opinion, "that the rhetoric associated with graduation is hardly appropriate in these times."

This spring, students will again be asked to elect a president, vice-president and student commissioner. Brian Gilmore, student government advisor, plans to suggest at the next meeting that a student-faculty election board be set up to create more involvement in elections. Both Gilmore and Schilling expressed concern over the lack of interest in elections both by candidates and voters. There is a need for students interested in running for offices to remember that if elected the officers must be available for the summer session as well as the fall and spring semesters.

Gilmore also expressed a need for the formation of a committee to discuss the orientation handbook. Incoming students have special needs that second year students don't have and the handbook now in use should be updated and expanded to meet these needs.

By DONNA OATES

Dean Padgug Returns From Sabbatical

By JOHN PEARSALL

Dean of Faculty Jacob B. Padgug has recently returned from the Southwest where he has spent six months on sabbatical leave. The American Indian's culture and his situation today were the objects of the Dean's concern. Of particular interest to the Dean was the development of Navajo Community College.

The Navajo nation now numbers over 100,000 people, making it the largest Indian tribe in the United States.



DEAN PADGUG

Tribal, federal and private money have been combined to support the Navajo Community College. With 100 per cent of the administration, and about 25 per cent of the faculty of Indian origin, the remaining 75 per cent of the staff is actually teaching itself out of a job. Eventually most of the faculty will be Indians as the graduates usually remain with their people. Indians educated outside the reservation usually return as we.

Indian culture has not been destroyed at NCC, rather it has been used and expanded by constructing dormitories

patterned after the Hogan. The units are round with individual rooms along the circumference. A central open hearth fire place is vented through the roof. Around the fire place is the common living room. Indians can relate to these surroundings because the mud Hogan is what their people have lived in since before the white man came to this land.

The living conditions on reservations are better today, but there is still room for improvement in health care especially. The greatest problem on the reservation is alcohol, and this is a social problem.

Besides being an experienced teacher and capable administrator, Dean Jay Padgug is a professional musician.

He went from P.S. 147 on East Broadway to Stuyvesant High School, where, he says, he quickly learned that he was not made for science and math — the school's specialties.

He got into music early through school glee clubs and orchestras. In high school he did combo work with the saxophone and clarinet, and joined the musicians' union, local 802, so that he could play club dates.

The son of a Russian immigrant who became a lawyer, Dean Padgug was brought up in a traditional Jewish home, and before his voice changed sang alto in religious choral work in Jewish synagogues. As a youngster he sang with Richard Tucker, who started as a cantor and is now the leading tenor for New York's Metropolitan Opera.

After high school, Dean Padgug entered Brooklyn College, only to get drafted out of his second semester. He took basic training at Fort Bragg.

Red Barons Optimistic After Rocky Start

By MIKE NOONAN

GCC's basketball team got off to a bad start in second semester play when they dropped a 78-51 decision to Vermont Technical Saturday afternoon in an independent game played at Greenfield high school gym. The team had a rough time the first half of the year also as they went the first semester winning only one of seven games. The Red Barons only victory came when they defeated a very stubborn Mt. Wachusett squad by a score of 56-54.

Lack of height seems to be the team's biggest problem with freshman Ron Rice being the tallest player at only 6'3". On most college teams Ron would be considered an average sized backcourt man, but here he is forced to play center and is expected to do the bulk of the rebounding.

The rest of the team consists of Ed Brozo from Amherst, Bob Herrick from Lunenburgh, John Gale from Athol, Mike MacDonald from Northampton, Souhail Asmaz from Syria, Keith Schempp from Mohawk High and Bill Erman and Ed Lambert both of whom along with Rice come from Frontier Regional.

The Red Barons are coached by Frank Richiedei who comes from Northampton where he coached Northampton High for many years before retiring after the 1969 season. Frank, who is in his first year of coaching here, has an excellent

Student Input Solicited For Graduation

By CYNDIE GRISE

There'll be some changes made. At least that is the hope of Dean of Students Robert B. Keir.

"Since 1964, the second year of GCC's existence, the number of graduating students has steadily increased. Unfortunately," Keir says, "the per cent of student participation in graduation exercises has decreased."

What is it that is making the ceremony of graduating so unattractive? Is it the wearing of the cap and gown? Is the program itself antiquated? Has it lost meaning for students? These are the questions being asked by Keir in hopes of finding a more relevant way to bid the students a fond farewell, and send them out into the world.

An ad hoc committee consisting of faculty members Dick Little, Allan Rainford, and Brian Gilmore, as well as students, Jeff Webster, Bea Friedman, and Bob Narady, has been formed to find out exactly what changes could be made to make the ceremony something the most students would enjoy going to.

Graduation at GCC has changed somewhat over the years. The first few consisted of the same kind guest speaker as many of the colleges have. However, in the past few years the speakers have consisted of a faculty member from each of the curricula who have spoken for two or three minutes about the things his students were prepared for.

Last year Dean Keir had hoped to make caps and gowns optional, but since they are usually ordered in December, it was too late to wear that kind of choice. This year, however, he has held off on the order waiting to see what the students decide. A decision must be made by February 15, so if you have any feelings or ideas on the subject, either led Dean Keir or one of the committee members know as soon as possible.

Perhaps there should be a concert or a folk singer, or even a noted speaker. Almost anything can be arranged. (Within the realms of good taste of course.)

Is it true that graduation holds less meaning to students these days? Maybe no changes should be made at all and we will be happy with tradition.

"I myself am a conservative traditionalist," Keir says, "if it were my graduation, I would want to wear a cap and gown, and follow the standard procedures as many have before me. This graduation is not for me, however, it is for the students, their parents, grandparents, and guests. I don't think an hour and a half of formality would hurt anyone, but I also don't want any student to have bad feelings toward their ceremony or dislike it enough to not even go."

Counseling Center Personal Counseling

2nd Floor West Building
Offices 2A and 2B

January Term Gives Students Opportunity To Learn

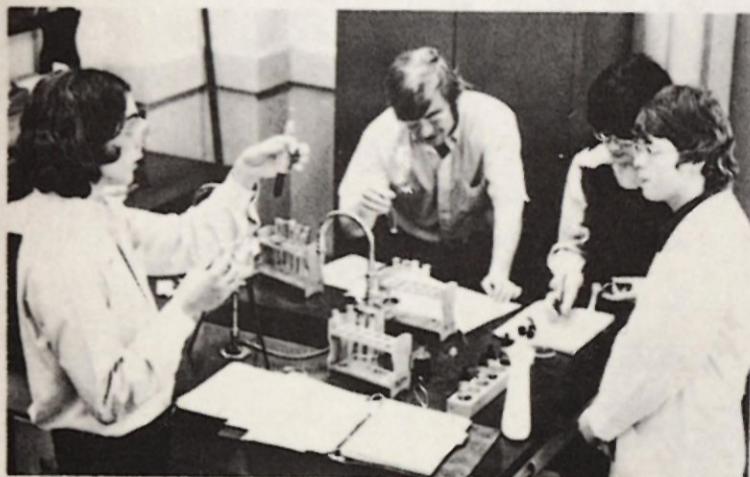
Greenfield Community College's experimental January Term has been an apparent success.

The January Term was an interterm between the fall and spring semesters which offered students a variety of mini-courses in subjects and educational experiences usually not offered during the regular college year.

Students had several options: they could participate in January Term or use the period

the art program at the college, he is also a sculptor. His purpose in offering the mini-course was to allow students to work intensively in three dimensions rather than the two of painting, drawing, photography and printmaking and allow them to discover new possibilities for visual thinking by exploring a new medium of artistic expression.

Marylou Carroll and Brian Marsh, who are responsible for the college's theater program,



LAB technician Linda Allen wets her lips in anticipation of the concoction being prepared by a January Term student in organic chemistry. Students made nylon rope out of basic materials and fluorescent high visibility dye. — Forumfoto.

to work, travel, or rest. If they chose to participate in January Term, they had the additional choice of taking the mini-courses for academic credits or just for enrichment. Students could receive three educational credits for January Term studies.

Professor Carleton P. Stinchfield, who offered Introduction to Organic Chemistry, said that he had a greater diversity of students during the January Term than he would normally have in a chemistry class. His seventeen students included both science majors and students who simply wanted to know something about organic chemistry as a personal interest. Organic chemistry as such is not offered in the regular college curriculum.

Stinchfield reported that both he and his students felt more relaxed during the January Term. Since most students took only one academic mini-course, Stinchfield's class often ran over the end of the instructional period as students lingered to complete their work or discuss issues raised in class.

Among the projects undertaken were making a 15 foot nylon rope from basic chemicals and fluorescent high visibility dye. The class surveyed the whole field of organic chemistry giving special attention to carbohydrates, proteins, and vegetable and animal fats. The point of this was to demonstrate that carbon is tetrahedral and therefore an infinite number of carbon compounds are possible. Stinchfield pointed out that 90 per cent of chemical compounds are derived from petroleum and only 10 per cent from animals and plants. This fact is highly important, Stinchfield told his students, because of our diminishing petroleum reserves.

Professor Peter Paquet offered a mini-course in sculpture, another subject not taught during the regular college year. Although Paquet teaches drawing in

offered a workshop in three one-act plays. Fourteen students produced Thornton Wilder's "The Lone Christmas Dinner." Marsh worked with student director Ray Goodwin to produce Edward Albee's "American Dream," and Professor Carroll worked with student director Andrea Levine to stage William Saroyan's "Hello Out There."

A humanities workshop brought together students and instructors of literature, history, art and music to study the possibilities of developing interdisciplinary humanities courses. Similar workshops engaged students to help the director of physical plant plan the move to the new campus; others studied various phases of college management with the dean of administration.

Twenty-five students were trained by internal revenue agents to assist taxpayers with their federal and state income tax returns in an 18-hour course known as VITA — Volunteer Income Tax Assistance.

Forty-two students joined six members of the faculty and five persons from the community on a ten-day trip to Puerto Rico. Nursing students visited Puerto Rico's state-supported health care agencies; trips for all were arranged to historic and cultural points of interest. After evaluation by the tour director, Mrs. Ethel M. Case, some of the students were able to receive academic credit for the trip.

Two recreation leadership students spent their January Term in field work at the Protestant Youth Center in Baldwinville, a residential treatment center for emotionally disturbed girls. Reporting on her experience, Marianne Pazmino said, "The most rewarding fulfilling experience I had here was one day a 17-year old girl beckoned to me and said, 'Will you come into my room with me, Marianne? I have to talk to you.' And she did. She told me her life history; how she was



TERRY CONTE chats with a girl at the Protestant Youth Center in Baldwinville. Terry spent January Term at the facility for emotionally disturbed girls as a recreation aide. — Forumfoto.

suicidal and had overdosed, slashed her wrists and tried to jump from a three story building in attempts to take her life. Then she told me of her present problems and asked for advice in solving them. Lastly she told me her hopes for the future. Then I asked her, 'Are you glad you're alive now?' "And she answered, '— yes.'"

Terry Conte, in her report, said, "Much of my time here is spent in nursing bruises, listening to problems, breaking up fights, brushing away tears, plus hundreds of other non-recreational activities. Teaching these girls to re-

create themselves through constructive leisure activities is a dream construed by the great philosophers of recreation, many of whom would see their theories crumble at the hands of some of our girls.

"Here at PYC recreation serves as a means to the end. Softball is not played simply because it is enjoyable or good for the figure, but often because it helps a girl establish a friendship, rid herself of frustrations, or find that she can, in fact, be successful at something."

Courses offered during the January Term were
Natural Sciences: Probability

Via Dice, Computer Programming for Solving Calculus Problems, Differential Equations, Environmental Products Recycling Information, Subsurface Sewage Disposal, Ornithology, Vegetation as an Element of Environmental Design, Introduction to Organic Chemistry, Selected Film Festival, Alternate Systems for Health Care Delivery, Introduction to Public Health Nursing, Nursing Management of Physical Therapy, Selected Patient Assignments, and Selected Hospital Experiences.

Business Administration: Personal Finance, Consumer Education, Individual Federal Income Tax Preparation, Seminar on the Economics of Pollution, Introductory Course on 10-Key Adding Machine.

Humanities: Humanities Workshop, One-Act Play Production, Sculpture, Directed Study in Library Science, Poetry and the Modern Mind, Group Discussion as a Teaching-Learning Method, T.V. Studio Operation and Video as Survival Tool.

Behavioral Sciences: Family Therapy Tapes, Transactional Analysis, Learning Disabilities, Fieldwork in Early Childhood Education, Human Sexuality, A View of Urban Recreation, Inward Bound Backpacking Trip, Fieldwork in Public Schools, T-Group, Directed Study in Law Enforcement, Sociology of Leisure, Seminar In Psychology through Literature, and Film Aesthetics and Social Criticism.

Other: Ethnic Dance Workshop, Trip to San Juan, Meetings with Administrative Representatives from Area Colleges, Transfer Shock, Arts and Crafts Workshop, Two Museum Trips to Boston, Cross-Country Skiing, Snowshoeing, Recreation for Leisure, Introduction to College Management, and Planning The Move to New Campus.

A college committee will analyze the January Term experience and make appropriate recommendations to the President about trying it again next year.



SCULPTURE class students become absorbed in their work during January Term. Left to right are Sharon Brod, Paul McDonough and Richard Willard. — Forumfoto.

UMass Offers Three New Options

By MARIANNE PAZMINO

Three innovative programs have been developed at UMass to meet the needs of a student who is dissatisfied with traditional major offerings. These programs are: University Without Walls (UWW), Bachelors Degree with Independent Concentration (BDIC), and the Bachelor of General Studies Degree.

To enter one of these program areas, a student must have a definite idea of what he wants to study. According to Ms. Margaret Campbell, "These programs are not designed for students who don't know what they want to do." They are designed for the student who knows what he wants, but can't get it from the traditional majors.

UWW is a program involving studies in special areas of interest. Each individual has a unique program developed in cooperation with a faculty member possibly spanning several departments at UMass and at other institutions involved in UWW. Students might have classroom work, internships, field experience, in-

dependent study, and even tutoring in their individual programs. No student will have a time schedule to complete work for their degree.

The BDIC enables students to build a new major out of existing course offerings with the supervision of a faculty member.

To be eligible for a degree in this program, students must meet all core requirements and submit two written reports each semester to the BDIC supervisory committee. Students in the program are not selected for their grades but for their goals and proposed courses of study, and for the university's facilities to meet these. Some examples of majors developed in this program are: sociological aspects of food resources, aesthetics in education for the exceptional child, and study of mathematical biology.

The Bachelor of General Studies Degree is available to the student in the Division of Continuing Education. This degree is designed for a person who thru life experience or

previous college work has a great deal of training and doesn't need a bachelor's degree but wants one.

The student, with the aid of an advisory, can design 30 credit hours of intensive or specialized work in addition to traditional degree requirements. To qualify for a Bachelor of General Studies degree, a student must complete 120 credit hours of study with a cumulative grade point average of 2.0 or better and a major program of at least 30 credit hours.

This degree is especially applicable to Law Enforcement and Fire Science majors at GCC. For a listing of transferable courses, see Ms. Campbell.

To enroll in any of these programs, the student must first be accepted at UMass. If his aspirations are not met by any of the traditional major offerings, he should develop a plan of the area he wishes to study and present this idea to the proper advisory committee. If his proposal is accepted, he can begin work towards one of these special degrees.

ATTENTION LAWMEN!

All students applying for grants under Law Enforcement Education Program (LEEP) must submit applications as soon as possible.

Applications are available in Room 103. Any student who has a question about eligibility should contact Margaret Campbell in M103 immediately.

GREENFIELD COMMUNITY COLLEGE PARKING REGULATIONS

IMPROPER PARKING consists of the following:

1. Parking in no parking zones.
2. Students parking in FACULTY, STAFF and VISITORS spaces.
3. Blocking parking lot exits or drives and access lanes.
4. Parking on grass or in Fire Lanes.
5. Faculty or Staff parking in VISITORS spaces.
6. Parking in elementary school yard at Federal Street.

STUDENT PARKING AREAS are:

1. The lot behind Central Auto Body on Arch Street.
2. North section of the parking lot at Arch Street Building. Entrance from Wells Street.
3. All areas not otherwise marked at Federal Street.

FACULTY & STAFF PARKING AREAS are:

1. South section of the parking lot at Arch Street Building.
2. Designated areas at Main and South Building areas.

With your co-operation there should be adequate space for everyone. All violators of the above parking regulations WILL BE SUBJECT TO REMOVAL BY TOWING at owner's expense.

The owner will have to pay the towing charge to the garage before the vehicle can be picked up.

Charles E. Carter
Director of Physical Plant

Greenfield Community College

Spring Semester Activities Calendar 1973

FEBRUARY 10

Basketball: Mt. Wachusett CC at Greenfield CC

FEBRUARY 11

Toboggan party and race

FEBRUARY 12

Basketball: North Adams State at Greenfield CC—WOMEN ONLY

FEBRUARY 13

Lincoln—Valentine Day Dance

FEBRUARY 14

FILM: Klute

Basketball: Stockbridge at Greenfield CC—MEN ONLY

FEBRUARY 15

Classical Guitarist: Miguel Rubio

Basketball: Greenfield CC at Mt. Holyoke—WOMEN ONLY

FEBRUARY 17

Basketball: Berkshire CC at Greenfield CC

FEBRUARY 21

Basketball: Greenfield CC at Quinsigamond CC

FEBRUARY 22

Coffee House day

FEBRUARY 23

FILM: Lolita

FEBRUARY 24

Basketball: Greenfield CC at Holyoke CC

FEBRUARY 25

Road Rally

FEBRUARY 26

Basketball: Greenfield CC at North Adams State—WOMEN ONLY

FEBRUARY 28

Basketball: Greenfield CC at Mt. Holyoke—WOMEN ONLY

MARCH 4

Snowshoe Hike

MARCH 6, 13, 20 & 27

All College Chess Tournament

MARCH 7

Film: Omega Man

MARCH 10

Hatfield Barn

MARCH 14

Film: McCabe and Mrs. Miller

Student Government Elections

MARCH 16

St. Patrick's Day Coffee House

MARCH 19

Silent Film Festival Day

MARCH 23

Film: The Loved One

MARCH 24

Pioneer Valley Symphony

MARCH 28

Film: Death of the Ape Man

APRIL 2

Film: The Bank Dick

APRIL 6

Film: Nosferatu

APRIL 7

Hatfield Barn

APRIL 8

Auto Scavenger Hunt

APRIL 11

Film: The Informer

APRIL 14

Spring vacation trip to Montreal

Baseball: Greenfield CC at Mt. Wachusett CC

APRIL 21

Baseball: Greenfield CC at Berkshire CC

APRIL 25

Film: Castle Keep

APRIL 28

Spring Weekend Concert

Baseball: Quinsigamond CC at Greenfield CC

APRIL 29

Canoeing and Sailing

MAY 2

Film: Cabinet of Dr. Calkari

MAY 5

Baseball: Holyoke CC at Greenfield CC

MAY 11

Camp Shelley: picnic, softball and film

MAY 12

Baseball: Springfield Technical CC at Greenfield CC

MAY 28

Pioneer Valley Symphony

JUNE 2

Alumni Day

JUNE 3

Commencement

—SCHEDULE SUBJECT TO CHANGE—

—Check Weekly Newsletter and Bulletin Boards for Further Details—